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ABSTRACT

This manual describes the Dimensions of Excellence Scales (DOES) and their use. The DOES have been developed to assist local education agencies in their efforts to diagnose problems, identify strengths, and improve school operations. There are survey scales for school staff, parents, and students. Each scale concerns dimensions that have been found related to effective school performance and that are subject to modification. Dimensions include: (1) school climate; (2) leadership; (3) teacher behavior; (4) curriculum; (5) monitoring and assessment; (6) student discipline and behavior; (7) staff development; and (8) parent involvement. The scales have been extensively field tested and used in many schools. The appendix lists the survey items included in each scale, separately by dimension, with a listing of the indicators and item numbers for each indicator. (SLD)

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Introduction

Educators have long been concerned with identifying dimensions of excellence in schools and with improving school performance by giving attention to those dimensions. Interest in school improvement has intensified in recent years, as evidenced by the work of the numerous commissions, committees, and organizations that have reported on the topic. The Dimensions of Excellence Scales (DOES) have been developed to assist local education agencies in gathering reliable information about their schools' performance in their effort to diagnose problems, identify strengths, and improve school operations.

There are three survey scales -- for school staff, parents, and students. Each scale concerns dimensions that have been found to be related to effective school performance and, equally important, that are modifiable. The dimensions are measured through survey items. The DOES have been extensively field-tested and successfully used in many schools. This manual describes the scales and their use. The scale items appear in the appendix. The actual DOES survey instruments, scoring sheets, and consultation are available from RBS.

History of Development

Research for Better Schools (RBS) is the federally funded educational laboratory for the Mid-Atlantic region, which includes Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. As part of its laboratory role, RBS conducts collaborative projects with public education agencies in each of these states. One such project involved the Harford County Public Schools (Maryland) and their development of an action

research model for school improvement. As this project related to the priorities of the Maryland State Department of Education and of other educators in the Mid-Atlantic region, RBS joined its resources with those of Harford County to help the schools accomplish the task.

The collaboration began in late 1984 with planning and initial development. The scale items were written by both RBS and Harford County staff. In 1985, eleven schools pilot-tested the DOES and used the results to select areas for staff development. The philosophy behind the DOES emphasizes use of the scales to develop information that aids in designing improvement activities -- training, planning, and policy-making. Fifteen new schools joined the effort in 1986, and the initial eleven schools continued their involvement into a second year. Since that time, RBS has continued to refine the DOES and to make them available to other school districts.

Purpose of the Dimensions of Excellence Scales

The DOES collect data on key variables represented by the school effectiveness research as being related to excellence in education. Each dimension has evidence linking it to student achievement. If the school takes action to affect a given dimension, achievement will be improved. When the relationship between a dimension and student achievement is strong, or when the action that a school takes is strong, the level of achievement rises significantly.

In addition to identifying opportunities for school improvement, the DOES can be used to:

- describe and document educational programs
- recognize and validate successful programs and practices

- determine present needs
- forecast future needs.

The DOES have a number of unique specific capabilities, including:

- assessment of the quality of educational programming from the perspective of a range of constituencies in the district or school
- utilization of the effective schools research as the basis of scale dimensions and items
- analysis and plans of action at the school or district level
- accommodation of districts or schools with a broad or narrow range of needs
- local norm-referenced or criterion-referenced score reports
- availability of follow-up training and consulting from RBS.

The scales have been useful in districts and schools with a wide range of performance levels and in districts and schools with both broad and narrow targets for their improvement efforts. The following are examples of the successful implementation of DOES:

- Districts or schools with a broad focus for their improvement effort have administered the entire School Staff Scale, along with one or two additional scales.
- Districts or schools with a narrow focus for their improvement effort have addressed a specific dimension or area of concern, e.g., school climate or parent involvement.

Overview of the Dimensions of Excellence Scales

The DOES are a package of survey instruments designed to be used with school staff, parents, and students to assess the quality and effectiveness of a local school or district. Each survey addresses dimensions found to be related to school effectiveness in a wide variety of educational research studies. The dimensions include school climate, leadership, teacher

behavior, curriculum, monitoring and assessment, student discipline and behavior, staff development, and parent involvement.

The school staff scale is to be completed by the teachers, noninstructional staff, administrators, and school board members. It consists of 200 items grouped by the eight dimensions listed above. The parent scale also includes the eight dimensions, but in a shorter 71-item format. The student scale includes 44 items that cover the four dimensions appropriate to students. For each item, respondents choose a rating on a five-point Likert-type scale from "Almost Always" to "Almost Never." A three-point response format for the student scale is available for the lower grades. Each scale requires less than one hour to administer.

Scoring may be done locally or by RBS. The recommended scoring includes descriptive statistics on the results for each dimension. Criterion-referenced and normative comparisons also may be made. Other scoring options may be selected based on information needs, as discussed in the "Scoring and Analysis" section below.

Application of Findings

A number of school districts and schools have administered one or more of the scales as part of their school improvement initiatives. The results have been reviewed by administrators, school boards, and school teams and have provided the impetus for many successful school improvement activities, including:

- staff development programs
- district level planning
- assessment of school effectiveness

- analysis of redistricting options
- preparation for state monitoring
- defining needed consultative services.

Description of the Dimensions of Excellence Scales

The DOES measure eight dimensions related to school effectiveness. For each dimension, indicators of effectiveness were selected based on the school effectiveness research. A pool of 200 survey items was developed to operationalize the indicators for the school staff scale. The other two scales were developed on the basis of these items. The development process included field testing of the item pool. The dimensions, scale instruments, and testing are described in this section.

Dimensions Measured

Each dimension of the scales includes indicators to which specific survey items relate. The number of indicators for each dimension ranges from four to nine. Dimensions, indicators, and items all reflect current research and practitioner experience with effective classrooms and schools. A description of indicators for each dimension is listed below.

1. Dimension: SCHOOL CLIMATE

   Indicators

   - Shared decision making and consensus on values and goals

     Administrators, teachers, students, and parents all have a shared consensus on values and goals established for the school, participate in decision making, and have roles and responsibilities that are consistent with these goals and that are negotiated and reviewed on a regular basis.

   - Academic commitment

     The school has established academic growth as the primary interest and responsibility for students, teachers, and administrators.

   - Orderly environment

     The school has established rules and conduct that are generally accepted, that promote an orderly environment, and that are associated with consistent and fair disciplinary practices.

- High expectations

  The school has high expectations for achievement from its students, teachers, and administrators in both curricular and extracurricular areas.

- Morale and school pride

  Administrators, teachers, students, and parents have high morale and sense of pride in their school.

- Attendance

  Both teacher and student attendance are high.

- Facilities

  The facilities and equipment are attractive, safe, clean, and well maintained.

- Communication and human relations

  Communication among administrators, teachers, students, and parents is honest, frequent, constructive, and conducive to positive interpersonal relationships.

2. Dimension: LEADERSHIP

Indicators

- Goal setting

  The leadership initiates, communicates, and monitors short- and long-term educational goals.

- School improvement

  The leadership encourages, demonstrates, and obtains support and commitment for school improvement initiatives, and it monitors their implementation.

- Staff involvement

  The leadership involves staff in all aspects of the school's educational program, encouraging them to express ideas, initiate program improvement efforts, and participate in program planning and decision making.

- Decision making

  The leadership obtains and uses relevant data to influence school policy, program planning, student placement, and instructional design.

- Standard setting

  The leadership encourages and expects the attainment of high standards of behavior, consistently monitoring student and staff performance.

- Instructional support

  The leadership establishes and maintains an emphasis on academic achievement, supporting appropriate use of time and other resources and contributing to instructional improvement.

- Environment

  The leadership ensures safe and efficient operation of the school and facilities.

- Staff development

  The leadership develops and implements procedures and activities that resolve conflicts and result in the professional growth of teachers.

- Parent and community involvement

  The leadership actively seeks community and parental support by informing and involving parents and community members in the educational program of the school.

3. Dimension: **TEACHER BEHAVIOR**

   Indicators

- Involvement in school activities

  Teachers participate constructively in planning and implementing school programs, contributing to a positive climate, orderly student behavior, good school-community relations, their own professional development, and student achievement.

- Planning

  Teachers plan, in a timely manner, for the delivery of effective instruction supporting core curricula, maintaining appropriate records and using feedback for improvement.

- Instruction

  Teachers design and direct instruction, addressing objectives, covering curriculum, providing opportunity for both guided and independent practice, giving feedback, attending to varied student needs, and maintaining students' enthusiasm and interest.

- Assessment

  Teachers monitor and assess student progress, using data for program redesign and appropriate assistance to students.

- Management

  Teachers manage their classrooms effectively, organizing equipment and materials to minimize loss of instructional time and to make the best use of available resources, organizing activities so that transitions are smooth and disruption is minimal and, if an aide or other teachers are involved, making sure that responsibilities are well coordinated.

- Expectations

  Teachers establish and maintain high expectations for students using workable and consistent rules and procedures for student behavior, believing and expecting that all students (regardless of their race or class) can master academic work, using feedback constructively to help students' build positive self-images, and creating opportunities for students to take increasing responsibility for their own learning.

- Knowledge

  Teachers are knowledgeable in their curricular areas and develop curriculum and materials to extend the core curriculum (e.g., for enrichment or remediation).

4. Dimension: CURRICULUM

   Indicators

- Scope, sequence, and articulation

  The school system has a K-12 curriculum scope and sequence of objectives in each subject area. The curriculum displays alignment among objectives, instruction, and assessment in each subject area at each grade level, and also displays articulation between grade levels both within a subject area (e.g., math) and across subject areas when skills or various contents are infused (e.g., critical thinking skills).

- Content

  The core curriculum (the basic and essential components) addresses minimal competencies or objectives required by the state or school system (related to promotion or graduation requirements in some cases). This curriculum is supported by guidelines or materials related to enrichment, acceleration, and/or remediation (or appropriate assistance). It provides for excellence in instruction (in terms of expectations, mastery, use of time, and differentiation). Subject areas and learning experiences are included for all students to increase their knowledge and skills, appreciation of themselves and others, and mastery of those skills necessary to function effectively in our society.

- Development and review

  The curriculum and its implementation, including textbooks and related materials, are regularly reviewed and updated as necessary. There is broad-based administrative and teacher participation in curriculum development, evaluation, and modification or improvement.

- Implementation

  Curriculum guidelines are followed for appropriate use, duration, frequency, required minimum coverage, and time allocations. The core curriculum is implemented appropriately by all teachers, and assistance and staff development support is provided to facilitate curriculum use when appropriate.

5. Dimension: MONITORING AND ASSESSMENT

   Indicators

- Communication of assessment information

  Assessment information and results are shared in a timely and helpful manner among teachers, administrators, parents, and students.

- Appropriateness of tests

  Tests selected for use are reliable, valid, and appropriate to the students being assessed, the content being assessed, and purpose of the assessment.

- Grading policy and standards

  A grading policy and standards are established in writing by all teachers and administrators and shared with students and parents.

- Variety of assessment methods

  A variety of assessment methods and instruments are used, incorporating testing of a broad range of levels of cognitive ability. Affective qualities are also assessed.

- Interpretation and use of test results

  Test users are aware of the strengths and limitations of tests and are able to interpret and use test results appropriately.

- Assessment records

  Accurate and up-to-date records of student performance on tests over time are maintained, and members of the school staff are encouraged to use such records.

6. Dimension: STUDENT DISCIPLINE AND BEHAVIOR

Indicators

- Disciplinary policy

  The disciplinary policy states clear expectations for student behavior and consequences for rule breaking. Teachers and administrators enforce rules consistently and fairly.

- School-parent partnerships

  Staff, students, and parents work in partnership to develop and maintain acceptable student behavior.

- Prevention

  Rather than punishing students for misbehavior, staff focus on preventing disciplinary problems by designing disciplinary procedures that teach and reward self-discipline, minimizing student academic failure, creating a sense of student belonging and responsibility, and helping students resolve personal problems.

- Principal leadership

  Leadership sets behavioral standards, supports the disciplinary actions of the staff, and ensures that teachers who experience frequent disciplinary problems in their classrooms receive appropriate assistance.

- Teacher role

  Teachers effectively maintain classroom discipline.

- Environment

  The school provides good physical facilities and a positive school climate that enhance student discipline.

7. Dimension: STAFF DEVELOPMENT

   Indicators

   - Philosophy

     The program is based on the shared philosophy that the purpose of staff development is to improve classrooms and schools through the continuous professional development of all staff, contributing directly to excellence in teaching and maximization of student learning.

   - Purpose

     The program furthers organizational goals and also meets individual needs, and it is coordinated with other learning opportunities. Activities have a clear purpose and include appropriate content based on theory, research, and best practice.

   - Participation and support

     The program is planned and supported by all role groups (time, commitment, funds), and provides for inservice credit, and release time or similar incentives.

   - Time and place

     Activities are scheduled in convenient locations, and are conducted during noninstructional time and summers.

   - Process and content

     The program maintains integrity of content (knowledge/skills), but adjusts delivery processes to meet varying degrees of sophistication of participants. It includes a variety of activities including workshops, group planning or curriculum activities, coaching, and individual study and/or practice. Each activity has a skilled and knowledgeable presenter who uses a type of presentation tied to expected outcomes (knowledge, skill acquisition, behavioral change) and applies the principles of adult learning, allowing for both active and receptive roles of participants.

   - Evaluation

     Program and activities are systematically reviewed and revised in accordance with needs and proven effectiveness.

- Outcomes

  Activities are perceived as useful by the majority of participants and improvements are made in classrooms and schools.

8. Dimension: PARENT INVOLVEMENT

   Indicators

   - Communication

     Staff communicate to parents the educational goals of the school and student progress in meeting those goals.

   - Assessment

     Activities meet the needs of parents and students, and their effectiveness is systematically evaluated.

   - Opportunities for participation

     There is a comprehensive plan for parent involvement. The school provides several different school-related responsibilities for parents and a variety of activities in which they can participate.

   - Commitment

     Positive relationships exist between the school and community. Parents demonstrate commitment to school goals and parent involvement.

Scale Instruments

There are three Dimensions of Excellence Scales:

1. The school staff scale, which is intended to be used in surveying administrators, teachers, noninstructional staff and school board members on the eight dimensions. The entire scale consists of 200 items that appear in the form of statements to which a response is required on a five-point Likert-type scale. The scale ranges from "Almost Never" to "Almost Always," but can be adapted and used with a scale of the type ranging from "Strongly Disagree" to "Strongly Agree." The school staff scale is the most widely used of the DOES and forms the basis of the other two scales. Field testing supports the scale's reliability and validity.

2. The parent scale was developed to address the eight dimensions included on the school scale to the extent possible within the limits of parent experience related to each of the dimensions. The

scale consists of 71 items presented in the form of statements that require responses on a five-point Likert-type scale. The response categories used in this scale are the same as those used in the school staff scale. To date, field-testing of the parent scale has been completed, but reliability information is not yet available.

3. The purpose of the student scale is to obtain information on the quality and effectiveness of the school or district directly from students. Four of the eight dimensions originally developed for the school scale are again reflected on the student scale to an extent relevant to students. The student scale contains 44 items, each of which appears as a statement to be responded to on a five-point Likert-type scale. The student scale is designed for administration to students at the fourth grade and above. Administration of the student scale should be under the supervision of a teacher who is familiar with the instrument and who can provide assistance to students when required. The student scale also has been field-tested, but reliability data are not currently available.

The content of the three scales is summarized in Figure 1. In this figure the numbers of items measuring the eight dimensions described above are indicated for the scales. As mentioned previously, the school scale and parent scale have items from all dimensions, whereas the student scale covers only four of them.

Psychometric Qualities

This discussion of the reliability and validity of the DOES will help a potential user to determine whether the scales serve his/her particular purpose. The discussion of reliability and validity applies only to the school staff scale, as data are currently being analyzed for the other two scales.

"Reliability" refers to the internal consistency of a scale or test and to the stability or reproducibility of scale or test scores. Approximately 400 items were initially constructed for field-testing the DOES. Two steps were then taken to address the reliability of the scale. First, for each

Figure 1

Dimensions of Excellence Scales
Dimensions and Numbers of Items

Dimension \ Scale	School Staff	Parent	Student
1. School climate	33	14	21
2. Leadership	32	11	-
3. Teacher behavior	32	13	16
4. Curriculum	19	5	-
5. Monitoring and assessment	26	8	4
6. Student discipline and behavior	18	8	3
7. Staff development	24	3	-
8. Parent involvement	16	9	-
TOTAL	200	71	44

dimension, the correlations between individual item scores and dimension scores were examined and items with low correlations (e.g., below .40) were eliminated. This resulted in a reduction in the number of items across all eight dimensions to approximately 200. Second, coefficient alpha was computed for each dimension to determine how well dimension scores represented universe scores. This analysis of the final version of the DOES resulted in the following coefficients:

- School climate = .96
- Leadership = .98
- Teacher behavior = .93
- Curriculum = .89
- Monitoring and assessment = .93
- Student discipline and behavior = .91
- Staff development = .95
- Parent involvement = .90

Although there is no formal cutoff for determining a reliable measure, clearly all eight dimensions have consistently high alphas, thus indicating that they are reliable measures.

The DOES are designed to measure staff, student, and parent perceptions related to specific dimensions of school effectiveness. With such a measure, the most important kind of validity is content validity. In other words, the content universe must be both properly defined and properly sampled.

The eight dimensions of excellence were developed from a thorough review of the current effective schools research. Dimensions were selected on the basis of (1) the availability of a body of research to support each

dimension as a correlate of an effective school, and (2) the possibility of change at the local school level. After mapping out each dimension, the research supporting its importance was systematically reviewed and a number of indicators were specified to be addressed in item construction for each dimension. Care was taken to ensure that the items appropriately and sufficiently represented each content area or dimension. The results of field-testing lent additional support to the school scales' content validity.

Directions for Use

The materials needed for administering the Dimensions of Excellence Scales include this manual, the appropriate DOES booklets and scoring forms (available from RBS), and black lead pencils (no. 2 1/2 or less). Responses may be recorded either on the scoring sheets or the booklets themselves. Research for Better Schools staff are available to assist with scoring and analysis of the survey results, as well as to provide follow-up consultation and training.

Administration

The only prepa ation necessary for the DOES is to have the administrator become familiar with the appropriate scales and directions for completion. It is also helpful to present those who will be asked complete the surveys with a rationale for their participation before distributing the scales.

The DOES are designed to be administered and completed in a confidential manner. The only identification requested on the answer sheet is a code for current school grade (or child's assignment, for parents), school district, and school building.

One procedure for administering the school and parent scales is to have the school or district distribute the manual, appropriate scale booklets, scoring forms, and a blank response envelope to each teacher, administrator, board member, and parent selected for the sample. All respondents should be instructed to complete the survey by marking their responses either on the booklet or scoring forms and to return all materials in the envelope provided. The instructions for completing the scales should also include an

opportunity for respondents to submit a separate comment sheet(s) with any additional remarks on items covered by the scale or on related issues not specifically addressed.

Another procedure is to administer the survey to school staff during an in-school staff meeting or to parents during a parent meeting on the school premises. The school staff scale takes approximately 45 minutes to complete. Twenty to 30 minutes should be allotted for the parent scale.

The student scale is appropriate for students at and above the fourth grade level. There are two versions, one for fourth to sixth graders and one for grades seven and above; they differ only in response format (three-point vs. five-point). Administration of this scale should be under the supervision of a staff member who is familiar with the instrument and who can provide assistance to students when required. The administrator should first read aloud the specific instructions for recording responses on the separate answer sheet, and then direct students to provide identifying data. After reading the directions for responding to items, all student questions should be answered. Throughout the administration, staff members should circulate around the room to be sure that students are properly answering items. Questions about responding should be answered individually. There are no time limits, but approximately 30 minutes should be allocated for this scale. For all scales, all respondents should be encouraged to complete all items.

Scoring and Analysis

Each of the DOES has a scoring form used to calculate dimension scores. Figure 2 shows the parent survey form as an example. This scoring may be

Figure 2
DOES Parent Survey
Scoring Form

School District: _____ Grade: _____

School Building: _____ Date: _____

Directions: Write in response number for each item (1-5). To calculate dimension scores, add up the item responses and divide by the number of items completed.

I. SCHOOL CLIMATE	II. LEADERSHIP	III. TEACHER BEHAVIOR	IV. CURRICULUM	V. MONITORING & ASSESSMENT	VI. STUDENT DISCIPLINE	VII. STAFF DEVELOPMENT	VIII. PARENT INVOLV.
1. ____	1. ____	1. ____	1. ____	1. ____	1. ____	1. ____	1. ____
2. ____	2. ____	2. ____	2. ____	2. ____	2. ____	2. ____	2. ____
3. ____	3. ____	3. ____	3. ____	3. ____	3. ____	3. ____	3. ____
4. ____	4. ____	4. ____	4. ____	4. ____	4. ____		4. ____
5. ____	5. ____	5. ____	5. ____	5. ____	5. ____		5. ____
6. ____	6. ____	6. ____		6. ____	6. ____		6. ____
7. ____	7. ____	7. ____		7. ____	7. ____		7. ____
8. ____	8. ____	8. ____		8. ____	8. ____		8. ____
9. ____	9. ____	9. ____					9. ____
10. ____	10. ____	10. ____					
11. ____	11. ____	11. ____					
12. ____		12. ____					
13. ____		13. ____					
14. ____							
Total ☐	Total ☐	Total ☐	Total ☐	Total ☐	Total ☐	Total ☐	Total ☐
Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed	Total ÷ Items ☐ Completed

done by the school staff or by RBS. The scoring process results in scores on each dimension for each person completing the scales.

The next step in analysis is to combine these individual scores in a way that will provide the desired information. A simple way of doing this is to add up and then average the scores on each dimension for all of the staff, parents, and/or students by school, grade, or other unit of analysis. Figure 3 shows a format for this kind of analysis. In the figure, each box would contain an averaged score on the 5.00 scale for each dimension and, in this case, for each of two schools.

Such results can be interpreted by comparing schools on dimensions, dimensions across respondent groups, or dimensions within schools. Such an interpretation would be norm-referenced; that is, the scores of one group, school, or dimension are compared with the level of expectancy created by the others. The norm in this case is the district or group average.

On the other hand, the staff may have already decided that school climate was their #1 issue for attention. In this case very high scores on the climate dimension would be an a priori goal. The interpretation of obtained scores would then be criterion-referenced, as a desired score level (very high) has been established. In this case the analysis would focus on discrepancies between the desired high score and the actual obtained scores.

One way of presenting such an analysis is depicted in Figure 4. Here each school or group average score is plotted for each dimension. Then the comparison score level, often the district average or selected norm, is plotted for each dimension. The differences between the score levels identify areas of relative strength or weakness.

Figure 3

Dimensions of Excellence Scales
Analysis of Results

Scale / Dimension	School Staff		Parent		Student	
	School A	School B	School A	School B	School A	School B
1. School Climate						
2. Leadership						
3. Teacher Behavior						
4. Curriculum						
5. Monitoring and Assessment						
6. Student Discipline and Behavior						
7. Staff Development						
8. Parent Involvement						

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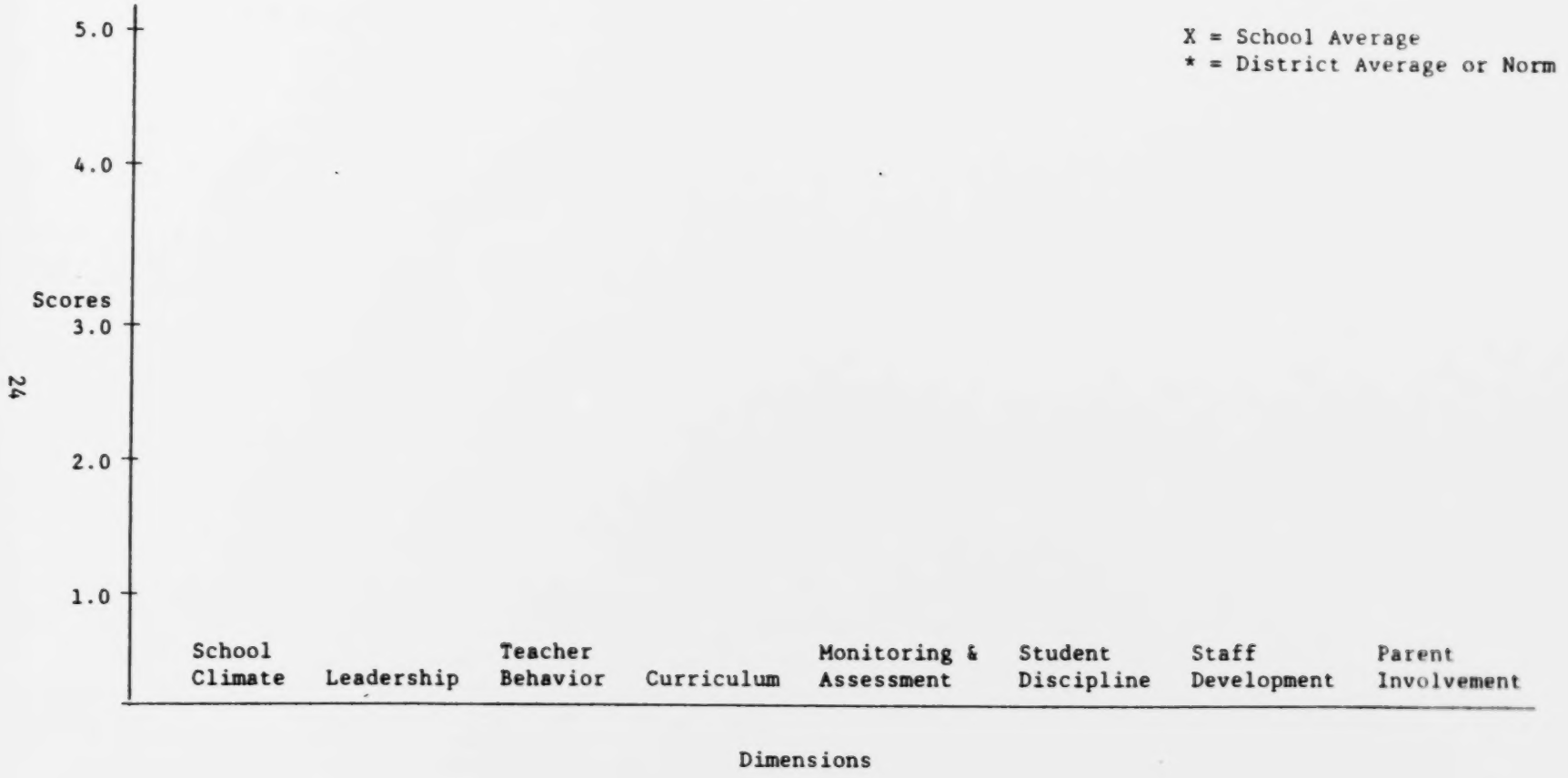
Figure 4

Dimensions of Excellence Scales
Interpretation of Results



Optional Analyses

The kind of scoring and analysis described above may be sufficient to meet local needs. If not, the assistance of a consultant, such as RBS, may be necessary. More extensive analyses can provide additional information at a higher level of accuracy. The norm-referenced and criterion-referenced analyses are still the primary approaches. To reiterate, the norm-referenced approach matches individual school scores on the eight dimensions of excellence against the local norm for all schools assessed in the district. The criterion-referenced approach matches individual school scores on the eight dimensions of excellence against an absolute standard without regard to how other schools may have scored. Regardless of the approach selected, all schools in the district must elect the same option.

These more advanced optional criterion- or norm-referenced score reports should contain the following information:

1. Local criterion- or norm-referenced profiles on all eight dimensions for all schools.
2. A table of mean T-scores and standard deviations for each dimension for each school.
3. Individual school reports with:
   - mean T-scores and standard deviations for each dimension
   - mean indicator scores and standard deviations within each dimension
   - mean item scores and standard deviations within each indicator.

In addition to using the overall district mean scores as points of comparison, large districts with numerous school scores may wish to indicate the normal range of scores around the overall means. Because in a normal distribution 68.26 percent of the scores fall within one standard deviation

of the mean and 31.74 percent deviate beyond this, a figure of 70 percent has been set for identifying nondeviate scores. Thus, for each dimension, the range of mean scores for the middle 70 percent of the obtained distribution is used to establish the "normative range." This normative range should be boxed out on a profile sheet for each dimension. In addition, one standard deviation level above and below the mean should be indicated.

For purposes of profiling, all obtained scores should be transformed into a T-score distribution with a mean of 50 and a standard deviation of 10. Each individual school's mean T-score on each dimension should be plotted on the profile sheet. T-scores falling above or below the normative range or the selection criterion level for the dimension are considered to be deviations that need attention.

In addition to a profile sheet for each school, a table of mean T-scores and standard deviations should be prepared for comparison with the district means and standard deviations. This information may be supplemented by mean indicator and item scores and standard deviations. The size of the standard deviation is interpreted to indicate the relative degree of consensus in the mean score: the larger the standard deviation, the more variability among the individual scores. The distance of the mean score from the criterion- or norm-referenced score is interpreted as the degree of attainment of that criterion or norm. Such interpretive activities generally benefit from expert advice. It is always important to keep the main goal in mind -- obtaining information useful for school improvement.

APPENDIX

This appendix contains listings of the survey items included in the school staff, parent, and student scales. The items are numbered and listed in separate sections by dimension, followed by a listing of the indicators and item numbers pertaining to each indicator. The survey booklets themselves also include directions for responding and a response block; these, as well as the scoring forms, may be ordered separately from RBS publications.

DIMENSIONS OF EXCELLENCE

SCHOOL STAFF SCALE

I. SCHOOL CLIMATE DIMENSION

Survey Items

1. Teachers and students feel free to communicate with the principal.
2. The school has an academic emphasis and believes that all children can learn and achieve the school's educational goals.
3. Students are respected regardless of their academic achievement level.
4. The school uses participatory management and problem-solving techniques in making decisions.
5. The school has an orderly, business-like atmosphere.
6. There is good communication between parents and school.
7. The school has attractive, safe, clean facilities with adequate workspace.
8. The school motivates students to learn.
9. The school has a consistent, widely-shared norm-belief value system.
10. The principal has a high level of visibility.
11. Both teachers and students treat each other with respect.
12. The principal takes an active interest in the well-being of both teachers and students.
13. The school has a principal who provides leadership for climate improvement.
14. Students generally take care of and respect their own property and that of other students.

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15. The school has good teacher morale.

16. Students are willing to approach teachers for advice or help.

17. The school has a high proportion of students who speak positively about school experience.

18. Buildings and grounds are in good repair.

19. The school has a high rate of student attendance.

20. The school has a high rate of staff attendance.

21. The school has a staff who believe they are able to help all students learn and take responsibility for learning outcomes.

22. Disciplinary problems are few.

23. The school has high expectations for student academic achievement.

24. The school has high expectations for student achievement in nonacademic areas.

25. The school has litter-free hallways and classrooms.

26. Teachers work amicably together on common problems.

27. Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.

28. The school has a system of communication that is open, regular, and honest.

29. The total school community is involved in an ongoing process of establishing, articulating, and reviewing values and goals.

30. The school has shared expectations and rationale for disciplinary policies and procedures.

31. The school gives honors, awards, and other forms of recognition to students for academic achievement.

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32. The school has conflict resolution procedures that are applied fairly.

33. The school provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.

Survey Item Numbers Referenced to Indicators

a. Shared decision making and consensus on values and goals (4, 9, 26, 27, 29)
b. Academic commitment (2, 8, 21, 31)
c. Orderly environment (5, 14, 22, 30)
d. High expectations (23, 24, 33)
e. Morale and school pride (13, 15, 17)
f. Attendance (19, 20)
g. Facilities (7, 18, 25)
h. Communications and human relations (1, 3, 6, 10, 11, 12, 16, 28, 32)

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II. LEADERSHIP DIMENSION

Survey Items

SCHOOL LEADERS...

1. Establish and communicate clear, relevant long- and short-term goals for the school.
2. Monitor the implementation of school goals.
3. Initiate school-wide programs to promote educational improvement.
4. Obtain staff commitment to school-wide improvement efforts.
5. Encourage staff to express ideas and make suggestions to enhance the educational program of the school.
6. Obtain and use relevant data to influence decision making.
7. Involve staff in program planning and decision making.
8. Demonstrate an interest in and commitment toward improvement efforts.
9. Expect to see consistent, correct, and comprehensive implementation of improvement projects.
10. Recognize and reward teacher and student accomplishments.
11. Act as a model for staff and students.
12. Coordinate communication across hierarchical levels to ensure that all staff are informed about program plans, activities, and accomplishments.
13. Discuss the instructional program, formally and informally, with staff and parents, maintaining an academic emphasis.

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SCHOOL LEADERS...

14. Attend to both organizational needs and individual interests when arranging inservice activities.

15. Give constructive feedback on staff performance.

16. Assist staff in achieving high standards of performance.

17. Acknowledge the value of staff contributions to the school's educational program (providing tangible and verbal recognition).

18. Encourage staff to apply the research on school and classroom effectiveness.

19. Promptly resolve problems and conflicts fairly and consistently.

20. Involve staff in setting disciplinary standards for students.

21. Maintain discipline.

22. Hold high achievement expectations for all students.

23. Monitor student educational progress.

24. Implement appropriate student placement based on each student's educational progress.

25. Use student achievement test results and other outcome measures for planning purposes.

26. Use the results of program and staff evaluations to help staff improve their teaching.

27. Ensure efficient operation of the school and maintenance of facilities.

28. Inform parents and the community about student progress.

29. Involve parents and the community in the educational program of the school.

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SCHOOL LEADERS...

30. Develop and implement a comprehensive staff development program relevant to the needs of staff.

31. Spend time in the classroom and/or working directly with teachers on curriculum and instruction.

32. Provide opportunity and encouragement for cooperative teacher planning to improve instruction.

Survey Item Numbers Referenced to Indicators

a. Goal setting (1, 2)
b. School improvement (3, 4, 8, 9, 18)
c. Staff involvement (5, 7, 12, 17, 20)
d. Decision making (6, 24, 25, 26)
e. Standard setting (staff and students) (11, 22, 23)
f. Instructional support (10, 13, 31, 32)
g. Environment (21, 27)
h. Staff development (14, 15, 16, 19, 30)
i. Parent/community involvement (28, 29)

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III. TEACHER BEHAVIOR DIMENSION

Survey Items

TEACHERS...

1. Regularly review progress of students and content that has been covered and adjust instructional activity to meet new needs.

2. Participate in staff meetings to resolve problems and develop programs to improve the school.

3. Guide student practice using concrete examples and materials.

4. Let students know exactly what they are to do and how their performance is assessed.

5. Keep records of student progress in a systematic way (e.g., by subject and unit or competency domain).

6. Monitor independent practice, allowing sufficient time and range of tasks for students to achieve a high rate of success.

7. Provide appropriate assistance (matched to specific learning needs) when necessary.

8. Maintain a comprehensive, accurate, up-to-date knowledge of the subjects taught and relevant materials.

9. Make sure that all core content is covered, assuring mastery by the majority of students. (Core = basic, essential content.)

10. Give positive feedback to every student.

11. Are actively involved in establishing and maintaining a consistent disciplinary code.

12. Contribute to maintaining a positive school climate.

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TEACHERS...

13. From day to day and week to week, have lesson plans and materials ready when they are needed.

14. Develop curriculum materials (e.g., for enrichment or remediation).

15. Have the classroom equipment and displays arranged to encourage learning without disruption.

16. Give students both structured and self-determined assignments.

17. Communicate and maintain clear rules and procedures for what students can and cannot do in the classroom.

18. State lesson objectives in ways students understand.

19. Help to make decisions about standards and programs to increase student achievement.

20. Develop and use methods of assessment covering a range of thinking skills (e.g., identify, classify, judge, and originate).

21. Relate new content to students' existing knowledge or previous experience.

22. Tell students when they are wrong without humiliating them.

23. Present lesson content by demonstration, modeling, and explanation.

24. Use various kinds of rewards and praise for student success.

25. Have everything ready for a lesson before it begins.

26. Give various kinds of practice assignments.

27. Develop plans at the beginning of the year, matching instruction, curriculum, and assessment to the needs of students to be taught.

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TEACHERS...

28. Design and conduct lessons so that students use a full range of skills (particularly higher-order critical thinking such as analyzing, synthesizing, and originating).

29. Check student understanding throughout each lesson.

30. Provide opportunities for students to excel in areas of individual strengths, encouraging ability to work alone when appropriate.

31. Monitor student progress in a variety of ways, including oral questioning, quick quizzes, and moving around the room to review students work.

32. Vary questioning -- using guiding questions to help students, and directing and designing questions to involve all students and to encourage use of a range of thinking skills (e.g, recall of facts, analyzing, and summarizing).

Survey Item Numbers Referenced to Indicators

a. Involvement in school activities (2, 11, 12, 19)
b. Planning (1, 5, 13, 27)
c. Instruction (3, 6, 9, 16, 18, 21, 23, 26, 28)
d. Assessment (20, 29, 31, 32)
e. Management (15, 25)
f. Expectations of students' achievement and behavior (4, 7, 10, 17, 22, 24, 30)
g. Knowledge (8, 14)

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IV. CURRICULUM DIMENSION

Survey Items

1. For each subject area there is a K-12 scope and sequence of core objectives.

2. Competencies and/or objectives required by the state education department are included in the curriculum.

3. The curriculum provides for articulation across subject areas and the integration of certain kinds of content (e.g., critical thinking skills).

4. Required curriculum content is covered.

5. Curriculum objectives and materials are reviewed, evaluated, and updated systematically, with decisions influenced by teachers.

6. Staff development and assistance activities are carried out to help teachers understand new curriculum and effectively use all curriculum materials.

7. Curriculum includes learning experiences that increase students' knowledge, skills, and appreciation of themselves and others.

8. Curriculum includes learning experiences that help students master those skills necessary to function effectively in our society.

9. Curriculum provides a range of learning opportunities, with time allocations reflecting the relative priorities of subject areas.

10. For each subject area there is articulation between grade levels, so that teachers know what has been and what will be taught to a given class.

11. Competencies and/or objectives required by the district are included in the curriculum.

12. Curriculum guidelines are applied to ensure appropriate duration and frequency of instruction.

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13. Curriculum includes use of textbooks and related materials that have been selected in a systematic manner.

14. Guidelines and/or materials are available to help teachers with enrichment, remediation, or acceleration.

15. For each subject area, at each grade level, there is a direct match among objectives, instruction provided (and materials used), and assessment of student achievement.

16. Curriculum provides for student achievement progress reports on a regular basis.

17. Curriculum provides the opportunity for curricular decisions to be made at the school level through the School Curriculum Committee and teachers.

18. Curriculum provides for excellence in instruction (high expectations, persistent striving toward mastery levels of achievement, maximum time on tasks, and opportunities for differentiation).

19. Students are taught test-taking skills as a part of the instruction they receive in the content areas.

Survey Item Numbers Referenced to Indicators

a. Scope, sequence, and articulation (1, 3, 10, 15)
b. Content (2, 7, 8, 11, 14, 16, 18, 19)
c. Development and review (5, 13, 17)
d. Implementation (4, 6, 9, 12)

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V. MONITORING AND ASSESSMENT DIMENSION

Survey Items

1. School faculty are involved in setting achievement standards for the school.

2. Teachers consistently apply these school-wide standards of achievement.

3. Achievement standards and grading policies are clearly understood by all students, teachers, and parents.

4. In constructing tests, teachers give attention both to the demands of content and the capabilities of students.

5. Teachers use a variety of testing methods to assess student understanding.

6. Tests reflect the curriculum and instruction in the school.

7. Tests use different item types to measure a broad range of cognitive skills.

8. Tests are designed and scores reported in a way that enable teachers to see how results are related to instructional objectives.

9. Students are given prompt and regular feedback on their progress.

10. Test results are communicated to and interpreted for parents and other community members.

11. Teachers are encouraged and trained to recognize the influence of many different factors (e.g., attitude, testing conditions, and instruction) upon the test performance of students.

12. Teachers use test results to determine the need for remediation.

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13. Test results are used to evaluate program objectives and to make program decisions.

14. Multiple evaluation criteria are used in making important educational decisions (e.g., placement, promotion, remediation, and graduation).

15. Affective qualities (e.g., attitudes, self-concept, and interpersonal behavior) are assessed.

16. Information about tests and student test performance is shared freely and constructively among the total staff.

17. Grading practices of all teachers in the school are consistent.

18. Teachers use test results for addressing individual instructional needs of students.

19. Teachers use quizzes and tests appropriately to promote student studying and learning.

20. Both standardized achievement test results and results of teacher-made tests are used to change and improve the school curricula on a regular basis.

21. Teachers are responsive to students' needs for help as evidenced in test results.

22. Feedback is secured from parents and the community on the quality of student learning and performance.

23. The purposes of testing are clearly understood by teachers.

24. The interpretation and use of test results is clearly understood by teachers.

25. Test information is available to teachers when it is needed for various instructional purposes.

26. Accurate, up-to-date test records are maintained and accessible to teachers.

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Survey Item Numbers Referenced to Indicators

a. Communication of assessment information (3, 8, 9, 10, 16, 22)
b. Appropriateness of tests (4, 6)
c. Grading policy and standards (1, 2, 17, 23)
d. Variety of assessment methods (5, 7, 15)
e. Interpretation and use of test results (11, 12, 13, 14, 18, 19, 20, 21, 24)
f. Assessment records (25, 26)

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VI. STUDENT DISCIPLINE AND BEHAVIOR DIMENSION

Survey Items

1. The school has a disciplinary policy with clearly stated expectations for student behavior and consequences for rule breaking.

2. The disciplinary policy is consistently and fairly enforced.

3. The disciplinary policy is periodically reviewed by staff, students, and parents.

4. The disciplinary policy is systematically communicated to staff, students, and parents.

5. The school involves the student's family in solving serious behavioral and disciplinary problems.

6. Rules and disciplinary procedures are designed to teach and reward self-discipline rather than rely mainly on punishment.

7. The school creates a sense of student belonging and responsibility.

8. The school helps students resolve personal problems that might lead to behavioral problems.

9. The principal provides leadership in setting and maintaining behavioral standards for both students and staff.

10. The principal supports staff members in disciplinary actions.

11. The principal ensures that teachers who experience frequent disciplinary problems in their classroom are given appropriate assistance to help resolve them.

12. The school's positive organizational climate helps prevent disciplinary problems.

13. The school has an orderly, business-like atmosphere free from student disruption.

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14. Teachers formally instruct students on behavioral expectations and rules of discipline.

15. Teachers hold students accountable for their behavior.

16. Teachers display classroom management skills that minimize student misbehavior.

17. Students are encouraged and expected to take responsibility for their own behavior.

18. Teachers model exemplary behavior and observe the rules that students are expected to follow.

Survey Item Numbers Referenced to Indicators

a. Discipline policy (1, 2)
b. School-parent partnerships (3, 4, 5)
c. Prevention (6, 7, 8)
d. Principal leadership (9, 10, 11)
e. Teacher role (14, 15, 16, 17, 18)
f. Environment (12, 13)

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VII. STAFF DEVELOPMENT DIMENSION

Survey Items

1. The inservice activities address staff interests or needs.
2. Objectives or purposes of activities are clear.
3. The program reflects a belief that the business of education requires continuous professional development of all staff.
4. Administrators work with others (e.g., professional associations, colleges, and the state department) to coordinate various opportunities for professional growth.
5. Activities are held in comfortable, appropriate facilities.
6. The content (knowledge, skills, and ideas) presented is representative of exemplary practice and/or research.
7. Inservice activities include sufficient and appropriate opportunity for participation.
8. Administrators support staff development and encourage teacher participation.
9. When follow-up is needed to apply new ideas, help is readily available.
10. Activities are evaluated.
11. In general, inservice provides valuable professional growth opportunities.
12. The program is reviewed and revised, using evaluation data and taking into account evolving needs of the staff and school system.
13. As a result of inservice activities, some changes in the classroom are made.

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14. Administrators link staff development with curriculum and instruction, and with teacher evaluation/supervision.

15. Activities are held at convenient times.

16. The inservice activities provide useful information and ideas.

17. Teachers participate in staff development planning (and/or data from formal or informal needs assessment surveys of teachers are used).

18. The staff development program is designed to support the school system and school priorities, particularly new improvement efforts.

19. The presentations, materials, etc. match the intended outcomes.

20. Participants receive incentives, e.g., inservice credits, remuneration, or released time.

21. The range of activities appropriately meets the varying interests and levels of sophistication of participants, while maintaining content integrity.

22. The facilitators/presenters are knowledgeable and skillful.

23. The staff development program includes various kinds of activities (e.g., summer workshops, team seminars or curriculum development, independent study, coaching, and school-based inservice).

24. As a result of staff development, some real improvements are made in the school.

Survey Item Numbers Referenced to Indicators

a. Philosophy (3, 18)
b. Purpose (2, 4, 14)
c. Participation and support (8, 17, 20)
d. Time and place (5, 15)
e. Process and content (6, 7, 19, 21, 22, 23)
f. Evaluation (10, 12)
g. Outcomes (1, 9, 11, 13, 16, 24)

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VIII. PARENT INVOLVEMENT DIMENSION

Survey Items

1. The school routinely communicates educational goals to parents.

2. Parents know whether or not students are making satisfactory progress in meeting the educational goals of the school (e.g., from telephone calls, notes, report cards, and conferences).

3. The school trains both parents and teachers for effective parent participation roles.

4. The school offers a wide range of participation activities.

5. The school has a comprehensive plan for parent involvement.

6. The school assesses parents' needs and interests and plans activities to match them.

7. The school systematically evaluates the effectiveness of parent participation.

8. The school uses parents and community members as classroom volunteers, tutors, or resources for in-school learning activities.

9. Teachers design specific learning activities that parents and students can carry out at home to reinforce classroom learning.

10. A majority of parents participate in parent involvement activities.

11. Most parents provide an effective learning environment at home.

12. Parent participation activities are scheduled to encourage maximum attendance.

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13. The school uses a variety of methods to communicate with parents (e.g., newsletters, parent advisory groups, PTA/PTO, etc.).

14. The school assists parents of preschool children in preparing children for the transition from home to school.

15. Parents are committed to school goals and expectations and communicate such support to their children.

16. The school establishes positive relationships with parents and community.

Survey Item Numbers Referenced to Indicators

a. Communication (1, 2, 13)
b. Assessment (6, 7)
c. Opportunities for participation (4, 5, 8, 9, 14)
d. Commitment (3, 10, 11, 12, 15, 16)

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DIMENSIONS OF EXCELLENCE

PARENT SCALE

I. SCHOOL CLIMATE DIMENSION

Survey Items

1. The school motivates students to learn.
2. The school gives honors, awards, and other forms of recognition to students for academic achievement.
3. Disciplinary problems are few.
4. Students generally take care of and respect their own property and that of other students.
5. The school has high expectations for student academic achievement.
6. The school has high expectations for student achievement in nonacademic areas.
7. Teachers and students are proud of their school.
8. The school has a high rate of student attendance.
9. The school has attractive, safe, clean facilities with adequate workspace.
10. Buildings and grounds are in good repair.
11. There is good communication between parents and school.
12. Students are willing to approach teachers for advice or help.
13. The principal takes an active interest in the well-being of both teachers and students.
14. The total school community is involved in an ongoing process of establishing, articulating, and reviewing values and goals.

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Survey Item Numbers Referenced to Indicators

a. Shared decision making and consensus on values and goals (14)
b. Academic commitment (1, 2)
c. Orderly environment (3)
d. High expectations (5, 6)
e. Morale and school pride (4, 7)
f. Attendance (8)
g. Facilities (9, 10)
h. Communication and human relations (11, 12, 13)

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II. LEADERSHIP DIMENSION

Survey Items

SCHOOL LEADERS...

1. Initiate school-wide programs to improve student learning.
2. Obtain and use relevant information to make decisions.
3. Act as a model for staff and students.
4. Monitor student educational progress.
5. Perform staff evaluations on a regular basis.
6. Discuss the instructional program formally and informally with parents.
7. Maintain discipline.
8. Promptly resolve problems and conflicts fairly.
9. Inform parents and the community about student progress.
10. Inform parents and the community about the educational program of the school.
11. Involve parents and the community in the educational program of the school.

Survey Item Numbers Referenced to Indicators

a. Goal setting (None)
b. School improvement (1)
c. Staff involvement (None)
d. Decision making (2, 8)
e. Standard setting (3, 4, 5)
f. Instructional support (None)
g. Environment (7)
h. Staff development (None)
i. Parent and community involvement (6, 9, 10, 11)

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III. TEACHER BEHAVIOR DIMENSION

Survey Items

TEACHERS...

1. Make sure that all core content is covered and mastered by the majority of students.
2. Give students both required and optional assignments.
3. Assign and grade homework regularly.
4. Design and conduct lessons so that students use a variety of skills.
5. Monitor student progress in a variety of ways including oral questioning, quick quizzes, written tests, and reviews of students' work.
6. Check student understanding throughout each lesson.
7. Let students know exactly what they are to do and how their performance will be graded.
8. Contribute to maintaining a positive school climate.
9. Provide appropriate assistance when necessary.
10. Give positive feedback to every student.
11. Communicate and maintain clear rules and procedures for what students can and cannot do in the classroom.
12. Provide opportunities for students to excel in areas of individual strengths, encouraging ability to work alone when appropriate.
13. Are well trained and up-to-date in the subjects that they teach.

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Survey Item Numbers Referenced to Indicators

a. Involvement in school activities (8)
b. Planning (None)
c. Instruction (1, 2, 3, 4, 9, 10, 12)
d. Assessment (5, 6)
e. Management (None)
f. Expectations (7, 11)
g. Knowledge (13)

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IV. CURRICULUM DIMENSION

Survey Items

1. The school curriculum includes learning experiences that increase students' knowledge and skills.

2. The school curriculum includes learning experiences that increase students' appreciation of themselves and others.

3. The school curriculum includes learning experiences that increase students' ability to function effectively in society.

4. The content of the school's courses is modern and up-to-date.

5. Course materials (e.g., textbooks and equipment) are modern and up-to-date.

Survey Item Numbers Referenced to Indicators

a. Scope, sequence, and articulation (None)
b. Content (1, 2, 3, 4, 5)
c. Development and review (None)
d. Implementation (None)

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V. MONITORING AND ASSESSMENT DIMENSION

Survey Items

1. Achievement standards and grading policies are clearly understood by all students, teachers, and parents.

2. Students are given prompt and regular feedback on their progress.

3. Test results are communicated to and interpreted for parents and other community members.

4. Grading practices of all teachers in the school. are consistent.

5. Teachers use a variety of methods to assess student progress.

6. The tests given in the school adequately measure the achievement of students.

7. Accurate and up-to-date student records are maintained and readily accessible.

8. Teachers use test results to determine student remediation needs.

Survey Item Numbers Referenced to Indicators

a. Communication of assessment information (2, 3)
b. Appropriateness of tests (6)
c. Grading policy and standards (1, 4)
d. Variety of assessment methods (5)
e. Interpretation and use of test results (8)
f. Assessment records (7)

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VI. STUDENT DISCIPLINE AND BEHAVIOR DIMENSION

Survey Items

1. The disciplinary policy is consistently and fairly enforced.

2. The disciplinary policy has been formed and is periodically reviewed by staff, students, and parents.

3. The school involves the student's family in solving serious behavioral and disciplinary problems.

4. The school's disciplinary policy is designed to teach and reward self-discipline rather than to rely mainly on punishment.

5. The school creates a sense of student belonging and responsibility.

6. The principal supports staff members in disciplinary actions.

7. Teachers effectively deal with most behavioral problems without assistance.

8. The school has an orderly, business-like atmosphere that is free from student disruption.

Survey Item Numbers Referenced to Indicators

a. Disciplinary policy (1, 2, 4)
b. School-parent partnerships (3)
c. Prevention (None)
d. Principal leadership (6)
e. Teacher role (7)
f. Environment (5, 8)

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VII. STAFF DEVELOPMENT DIMENSION

Survey Items

1. The staff development program is designed to support the school system and school priorities, particularly new improvement efforts.

2. The school/district offers sufficient staff development opportunities for professional growth and development.

3. As a result of staff development, substantial improvements have been made in the school.

Survey Item Numbers Referenced to Indicators

a. Philosophy (None)
b. Purpose (1)
c. Participation and support (2)
d. Time and place (None)
e. Process and content (None)
f. Evaluation (None)
g. Outcomes (3)

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VIII. PARENT INVOLVEMENT DIMENSION

Survey Items

1. The school routinely communicates educational goals to parents.

2. The school uses a variety of methods to communicate with parents (e.g., newsletters, parent advisory groups, PTA/PTO, etc.).

3. The school plans activities to match parent needs and interests.

4. Parents or other community members participate in in-school learning activities as volunteers or tutors.

5. Specific learning activities to reinforce classroom learning are designed by teachers for parents and students to carry out at home.

6. The school assists parents to prepare preschool children for the transition from home to school.

7. A majority of parents participate in parent involvement activities.

8. Most parents provide a place for their children to study at home.

9. The school establishes positive relationships with parents and community.

Survey Item Numbers Referenced to Indicators

a. Communication (1, 2)
b. Assessment (None)
c. Opportunities for participation (3, 4, 5, 6)
d. Commitment (7, 8, 9)

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DIMENSIONS OF EXCELLENCE

STUDENT SCALE

I. SCHOOL CLIMATE DIMENSION

Survey Items

1. My school is a safe and clean place.
2. My school has plenty of room of work.
3. Most of the students in my school don't like to cause trouble.
4. I am treated in the same way as other students in my class.
5. I am treated fairly by my principal and vice-principal.
6. The superintendent visits my school and is interested in what we do in my school.
7. The principal and vice principal are friendly and interested in what I am doing.
8. I like coming to school each day.
9. I get along well with the other students in my classes.
10. The teachers are friendly and interested in what I am doing.
11. The teachers feel that my ideas are important.
12. The teachers try to understand how I see things.
13. I am not afraid to ask teachers for help.
14. I am not afraid to ask the principal and vice-principal for help.
15. I get help from teachers when I ask for it.
16. I get help from the principal and vice-principal when I ask for it.

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17. The teachers expect me to get good grades.

18. I am proud of my school.

19. I try to take good care of the things that belong to my school like books, desks, and lockers.

20. I see the principal and vice-principal often in places like the hallways, cafeteria, and in my class.

21. The principal and vice-principal often say hello to me.

Survey Item Numbers Referenced to Indicators

a. Shared decision making and consensus on values and goals (None)
b. Academic commitment (None)
c. Orderly environment (3, 4, 5)
d. High expectations (17)
e. Morale and school pride (8, 18, 19)
f. Attendance (None)
g. Facilities (1, 2)
h. Communication and human relations (6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21)

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II. TEACHER BEHAVIOR DIMENSION

Survey Items

1. I am treated fairly by teachers.
2. I enjoy most of the subjects I learn in school.
3. Usually I am not bored in class.
4. I learn a lot in class.
5. The teachers often call on me to answer questions in class.
6. The teachers make sure I understand what they are teaching.
7. The teachers help me when I don't understand something.
8. I know exactly what I am supposed to do each day in class.
9. The teachers make sure that all students know what it takes to get good grades in class.
10. The teachers give me all the books and materials I need to learn.
11. The teachers have extra things to do for students who like learning more about a subject.
12. The teachers use many different ways of teaching to keep the class interested.
13. The teachers give me a chance to improve my grades.
14. The teachers are fair in grading all students.

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15. The teachers give us homework and check it regularly.

16. The teachers keep me busy throughout the entire lesson.

Survey Item Numbers Referenced to Indicators

a. Involvement in school activities (None)
b. Planning (None)
c. Instruction (2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 15, 16)
d. Assessment (9, 14)
e. Management (1, 10)
f. Expectations (None)
g. Knowledge (None)

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III. MONITORING AND ASSESSMENT DIMENSION

Survey Items

1. The teachers give tests and quizzes often to see if I understand the work.

2. The teachers often tell me how well I am doing in class.

3. The teachers let me know when I'm not doing well in class.

4. The teachers let my parents know how well I am doing in class.

Survey Item Numbers Referenced to Indicators

a. Communication of assessment information (2, 3, 4)
b. Appropriateness of tests (1)
c. Grading policy and standards (None)
d. Variety of assessment methods (None)
e. Interpretation and use of test results (None)
f. Assessment records (None)

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IV. STUDENT DISCIPLINE AND BEHAVIORAL DIMENSION

Survey Items

1. Few students talk out loud in class.

2. The class is usually quiet, making it easy for me to learn.

3. There are many after-school activities I can participate in.

Survey Item Numbers Referenced to Indicators

a. Discipline policy (None)
b. School-parent partnerships (None)
c. Prevention (None)
d. Principal leadership (None)
e. Teacher role (None)
f. Environment (1, 2, 3)

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